DOCUMENT RESUME

ED 269 120 PS 015 664

TITLE Instructional Aide Handbook.
INSTITUTION Indiana State Dept. of Education, Indianapolis. Div. of Reading Effectiveness.
PUB DATE Jan 86
NOTE 34p.
AVAILABLE FROM Indiana Department of Education, Division of Reading Effectiveness, Room 229, State House, Indianapolis, IN 46204-2798.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitude Measures; Educational Resources; *Interpersonal Relationship; Interviews; Lesson Plans; *Occupational Information; Questionnaires; *Selection; *Teacher Aides
IDENTIFIERS *Indiana

ABSTRACT

This handbook is designed to acquaint instructional aides in Indiana's elementary schools with the various aspects of their job. Included are helpful hints and a variety of resource materials considered likely to be useful. Contents focus on the following: (1) qualifications; (2) instructional, clerical, and auxiliary duties; (3) working relationships with administrators, teachers, and students; (4) important operating procedures and suggestions for improving effectiveness; and (5) such resources as 100 ways to say "Very Good," a list of simple instructional techniques, a glossary of educational terms, a pupil interview guide, a reading attitude inventory, an attitude questionnaire, a scale of reading attitude, an interest inventory, a list of frequently encountered words from a collection of word lists for beginning readers, and sample lesson plans. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ctional Aide Handbook

Indiana Depar ment of Education
H. Dean Evans, Superintendent

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ind. St. Dept. of Pub. Instruction

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

POLICY NOTIFICATION STATEMENT

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age or handicap, in its educational programs or employment policies as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1), Public Law 218 (I.C. 1971 Title 20), Titles VI and VII (Civil Rights Act 1964), the Equal Pay Act of 1973, Title IX (1972 Education Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX and Section 504 may be directed to the Personnel Director, Indiana Department of Education, 229 State House, Indianapolis, IN 46204, 317/927-0336, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. — **H. Dean Evans, State Superintendent of Public Instruction.**

Instructional Aide Handbook

Division of Reading Effectiveness
Indiana Department of Education
H. Dean Evans, Superintendent
Reprinted January 1986

Introduction

As an Instructional Aide you are an important member of the school staff working in an active partnership with teachers, support staff and administrators. You will find that your job will encompass a wide variety of duties and responsibilities: instructional, clerical and auxiliary. Your job of assisting teachers in instructing students is VITAL! Helping students reach their human and academic potential can present exciting and rewarding challenges for you.

This Handbook is designed to acquaint you with the various aspects of your job as an Instructional Aide. Included are helpful hints and a variety of resource materials which may prove useful to you.

The Indiana Department of Education, Division of Reading Effectiveness, wishes you a productive school year and an exciting career as an Instructional Aide.

Table of Contents

		Page
Introduction		iii
I.	Qualifications	1
II.	Duties	5
	Instructional Duties	7
	Clerical Duties	7
	Auxiliary Duties	8
III.	Working Relationships	9
	Working with Administrators	11
	Working with Teachers	11
	Working with Students	12
IV.	Things an Aide Should Know	13
	Important Operating Procedures	15
	Suggestions to Improve Your Effectiveness	15
V.	Resources	17
	Resource Introduction	19
	100 Ways to Say "Very Good"	20
	Instructional Techniques	21
	Glossary of Educational Terms	22
	Pupil Interview Guide	23
	Reading Attitude Inventory	25
	Attitude	26
	A Scale of Reading Attitude	27
	An Interest Inventory	29
	How I Feel	30
	High-Frequency Words	31
	Sample Lesson Plan A	33
	Sample Lesson Plan B	34

I. Qualifications

Instructional Aide Qualifications

The qualifications of Instructional Aides required by school corporations in the state of Indiana vary according to the school corporation and the program which the aide is assigned, such as PRIME TIME or Chapter 1 programs. Listed below are some qualifications that school corporations in Indiana have utilized in the selection process when hiring an individual to perform the job as an Instructional Aide:

- Has a high school diploma or its equivalent
- Is in good physical and mental health
- Respects confidentiality
- Uses acceptable English
- Has previous experience working with children
- Likes children
- Can take, understand and follow directions
- Has a history of responsible behavior
- Has clerical abilities
- Has a pleasing personality
- Is neat in appearance
- Has good moral character
- Has a positive attitude
- Reads well
- Displays a compassionate nature
- Is patient
- Attends inservice training programs
- Is sensitive to children with different ability levels
- Is sensitive to children of different races, ethnic or religious backgrounds
- Accepts constructive criticism with a positive attitude
- Is punctual
- Writes well for the purpose of communication
- Has good penmanship — Primary grades — manuscript writing
  Intermediate grades — cursive writing.

II. Duties

Duties of Instructional Aides

The duties of Instructional Aides can be divided into three basic categories: I. Instructional II. Clerical and III. Auxiliary. The duties of Instructional Aides vary from school corporation to school corporation and from school to school. The following examples are representative of the various duties assigned under each category to Instructional Aides throughout the State of Indiana:

I. Instructional Duties

- Supervise teacher-planned activities
- Assist with seatwork and workbook assignments
- Assist students with make-up work
- Listen and respond to students as they express their thoughts orally
- Listen to students read individually and in small groups
- Tutor students individually and in small groups
- Assist students in the reading and in the computer laboratories
- Assist students with a variety of drill work and practice exercises
- Assist students with group projects
- Assist students in writing and illustrating books
- Assist new students with catch-up work
- Read to students
- Tell stories to students
- Assist with practice of dramas or presentations
- Assist individual students or small groups with library assignments
- Set up and operate audio-visual equipment for the teacher
- Assist substitute teachers by providing necessary information on classroom routine during the regular teacher's absence
- Check papers and workbooks
- Copy lessons on the chalkboard for the classroom teacher

II. Clerical Duties

- Assist with class record keeping, e.g., taking attendance
- Prepare materials requested by the classroom teacher
- Prepare and arrange bulletin board displays
- Assist in preparing learning center materials
- Collect funds — lunch, field trip and special activity monies
- Assist in the library
- Assist with school office and classroom filing

- Schedule audio-visual materials and equipment
- Make arrangements for field trips
- Prepare student work folders
- Assist with school volunteer programs
- Assist the school secretary with telephone responsibilities
- Schedule parent conferences

III. Auxiliary Duties

- Assist with cafeteria, bus and playground duties
- Assist with emergency drills and assemblies
- Assist in the sick room and administer first aid according to school policy
- Assist with restroom breaks and hall supervision
- Assist students with clothing, as necessary
- Assist the teacher with classroom housekeeping responsibilities

III. Working Relationships

Working Relationships

In your role as an Instructional Aide, you will be interacting with administrative personnel, with teachers and with students. It is important that you develop and maintain positive working relationships.

Working with Administrators

Principals have the primary responsibility for supervising the personnel working in their buildings. They should:

- define job responsibilities — both negative and positive expectations should be clearly explained
- establish work hours
- interpret the policies and rules of the school
- provide and schedule training opportunities for the aides
- evaluate aides — providing constructive suggestions for continuous improvement
- provide a support system

If you have any problems concerning your role as an instructional aide either in working with teachers or students or with any policy or procedure, you should discuss these matters with the principal.

Working with Teachers

A positive working relationship between teacher and Instructional Aide is crucial to a successful program. The teacher and aide must work as a team. For this to happen, there has to be a clear understanding of each other's roles. It is up to the teacher to determine the educational plan for a class. However, the aide helps to implement the plan. The following suggestions might be useful in developing a good partnership:

- Remember that the teacher is the *leader* in the classroom.
- Keep lines of communication open by meeting as a team frequently. Time for conferencing should be set up on a *definite* schedule.
- Accept the tasks given by the teacher. If you are not sure of just what the teacher wants, ask for clarification.
- Know what the teacher expects from you in maintaining discipline in the classroom.
- Provide information to the teacher on a student's performance. If asked to keep certain records, do so willingly and carefully.
- Show initiative, but don't try to usurp the authority of the teacher.
- Work out any problems or misunderstandings with the teacher — don't carry them outside the classroom or school.

Working with Students

The presence of an Instructional Aide in the classroom can help the teacher in the important task of meeting the individual needs of each student. As you work with students in groups or individually, consider the following points:

- Learn the names of the students as quickly as possible.
- Keep a positive attitude with students. Give them encouragement and honest praise. Provide opportunities for success. Also, it is important to help the students accept and learn from their failures.
- Be consistent and fair in your dealings with students.
- Let the student take an active role in learning.
- Use questioning techniques that require more than a "yes" or "no" answer.
- Listen and respond to the students. Many times you can pick up on learning difficulties or emotional problems students are experiencing. Convey this information to the classroom teacher.
- Avoid stereotyping any student. Students have a way of living up to the expectations of others.
- Consider the individuality of the students. Avoid comparing one student with another.
- Respect the confidentiality of students.

IV. Things an Aide Should Know

Important Operating Procedures

Every aide should have certain information about the school in which he/she is working. Sometimes it is incorrectly assumed that this information is known. You should have knowledge of the following:

- Acquaint yourself with the physical layout of the building in which you are working. Learn the location of the library or media center, the cafeteria, the teachers' lounge, etc.
- Learn the procedures for fire drills and tornado drills.
- Find out where supplies are kept and how to obtain them.
- Determine what audio-visual and/or duplicating equipment is available for your use and the procedure for getting the equipment. Learn how to use it.
- Learn procedures for dealing with emergencies — i.e., accidents, illnesses, weather conditions, fire, etc.
- Learn the names of all school personnel — both certified and noncertified.

Suggestions to Improve Your Effectiveness

The following are some general tips that can guide classroom aides in their jobs:

Do:

- Be responsible. Be on time and regular in attendance. If you cannot be on the job, inform your principal or supervisor as soon as possible.
- Respect the confidentiality of school personnel and students.
- Dress and speak appropriately for the position you hold.
- Become familiar with and follow school rules.
- Maintain a positive attitude toward the school, its staff, and the students.

Don't:

- Discuss students with anyone outside of the program. There should be absolutely *no gossip* about students or their families.
- Criticize the school or its staff. If you have a problem or concern, follow the proper procedures for resolving it.
- Get involved in school "politics."

V. Resource Section

The Resource Section of this booklet was prepared to give the Instructional Aide some practical ideas and activities for use with students in small groups or individually. Included in the section are the following topics:

100 Ways to Say "Very Good"

Instructional Techniques for the Instructional Aide

Glossary of Educational Terms

Pupil Interview Guide

Reading Attitude Inventory

A Scale of Reading Attitude Based on Behavior

An Interest Inventory

How I Feel Inventory

List of High Frequency Words

Sample Lesson Plan Logs

Select the ideas or activities which are appropriate for your classroom situation. All of the material may be reproduced and used in your school.

100 Ways to Say "Very Good"

1. SUPER GOOD!
2. Congratulations. You got that right.
3. That's a good (boy/girl).
4. That's quite an improvement.
5. You're really working hard today.
6. OUTSTANDING!
7. Good job!
8. I've never seen anyone do it better.
9. Keep up the good work.
10. Nothing can stop you now.
11. You've got that down pat.
12. Now you have the hang of it!
13. You really make my job fun.
14. TERRIFIC!
15. You must have been practicing.
16. I'm proud of the way you worked today.
17. It's such a pleasure to teach when you work like that.
18. You outdid yourself today!
19. Good remembering.
20. Exactly right.
21. Good thinking.
22. TREMENDOUS!
23. Good job, (student's name).
24. That kind of work makes me happy.
25. Keep on trying!
26. Right on!
27. Much better!
28. That's RIGHT!
29. WONDERFUL!
30. You're really improving.
31. I think you've got it now.
32. You remembered!
33. I'm very proud of your work.
34. SUPERB!
35. Good going.
36. You're doing beautifully.
37. You are doing that much better today.
38. You've got it made.
39. PERFECT!
40. You did that very well.
41. Way to go!
42. That's it!
43. That's really nice.
44. Nice going.
45. I like that.
46. You're doing fine.
47. FANTASTIC!
48. That's how to handle that!
49. Keep it up!
50. You did a lot of work today.
51. You're really going to town.
52. Keep working on it, you're improving.
53. You are really learning a lot.
54. That's the way!
55. Nice going.
56. SENSATIONAL!
57. That's the best you have ever done.
58. Now that's what I call a fine job.
59. I'm happy to see you working like that.
60. Well, look at you go!
61. Couldn't have done it better myself.
62. GOOD WORK!
63. That was first class work.
64. You figured that out fast.
65. You haven't missed a thing.
66. You're getting better every day.
67. I knew you could do it.
68. WOW!
69. Now you have it!
70. Congratulations!
71. Good for you.
72. That's better.
73. One more time and you'll have it.
74. You are a joy!
75. You certainly did well today.
76. Now you've figured it out.
77. That's better than ever.
78. SUPER!
79. You've just about got it.
80. I'm proud of you!
81. Not bad.
82. That's the best ever.
83. That's the right way to do it.
84. THAT'S IT!
85. You did it that time.
86. That's great.
87. You are very good at that.
88. You've just about mastered that.
89. That's very much better!
90. FINE!
91. You're on the right track now.
92. That's good.
93. That's the way to do it!
94. You've got your brain in gear today.
95. EXCELLENT!
96. You are learning fast.
97. You're doing a good job.
98. That's coming along nicely
99. MAGNIFICENT!
100. GREAT!

Instructional Techniques for Instructional Aides

1. Encourage students to ask questions.
2. Develop and ask questions that have more than one right answer.
3. Develop and ask questions that call for an expanded response, questions that cannot be answered in one or two words.
4. Provide sufficient "wait time" for a student to respond to a question.
5. Praise students for their efforts.
6. Praise students when they do well.
7. Help students accept and learn from their failures. Constructive criticism is a good way to learn from experience.
8. Encourage and teach students to back up their answers with facts.
9. Allow students ample time to think about a problem.
10. Allow students a short time before a lesson to browse the lesson and materials to be used. This allows the students time to organize their thoughts.
11. Explain the purpose of the lesson before instruction begins. This technique aids the student in seeing the relevance of the material to be covered.

Glossary of Educational Terms

1. **Achievement Test** — A test which measures the degree to which a student has achieved in a given subject field or in the general aspects of schooling.
2. **Basal Reader Approach** — A reading program in which instructional content and methodology are determined through the use of a series of basal readers.
3. **Diagnostic Test** — A test designed to locate specific strengths and/or weaknesses of a student.
4. **Experience Approach** — A reading approach in which the instructional program is based on real experiences the students have had and written about.
5. **Frustration Level** — The level at which a student can read with no more than ten word recognition errors in 100 words with below 50 percent comprehension.
6. **Grade Equivalent** — A score based upon the grade (year and month) achieved by average students in that grade level.
7. **Intelligence Quotient** — The ratio of a student's mental age to the mental age normal for his/her chronological age. It often is associated with the capacity to acquire and apply knowledge.
8. **Instructional Reading Level** — The level at which the student can read with no more than five word recognition errors in 100 words with at least 80 percent comprehension.
9. **Independent Reading Level** — The level at which a student can read with no more than one word recognition error in 100 words with at least 90 percent comprehension.
10. **Phonics** — That aspect of reading instruction in which the speech sounds of letters and groups of letters are taught.
11. **Readability Level** — The difficulty of reading material expressed in terms of the grade level at which the average student would be expected to read the material successfully.
12. **Reading Comprehension** — The process of understanding what is read.
13. **Remedial Reading** — Reading instructions designed for specific or general reading defects and generally given outside the regular reading program.
14. **Sight Words** — Words which a student can immediately recognize when they are presented to him/her.
15. **Word Recognition** — The process of identifying words according to any one or a combination of the word recognition techniques, e.g., phonetic analysis, context clues or structural analysis.

PUPIL INTERVIEW GUIDE

Grades 4-8

Date _____ Interviewer _____

Name _____ Grade _____ Sex _____

Teacher _____

Introduction

1. Tell me about yourself. Although I will take notes, your answers will not be told to anyone else.

2. Tell me about your family.

School Program

3. If you were going to be the teacher in your room tomorrow, what would you like to teach? Why is that important?

4. What did you study in (reading) this year?

5. What part of reading do you do best? What part of reading gives you the most trouble?

6. Of all the things you have done at school this year, what have you enjoyed the most?

7. Is there anything that teachers place too much importance on?

8. Do you read at home?
   What do you like to read about?
   Where do you get what you read?

9. Do you presently have a book checked out of the school library? What is it? Why are you reading it?

10. Do you check books out of the public library? Describe the last time.

11. Has your teacher helped you in reading lately? How?

Students

12. Does your teacher let you make decisions? (Give examples)

13. Describe the situation the last time a teacher complimented you.

14. When a teacher is fair, how does he/she act? What is a teacher like who is really *fair* to everyone?

15. What do you do after school?

Self Perception

16. Of all the things you do in school or out, what are you the most proud of?

17. If a good friend were accurately describing you, what would he/she say?

18. Among those you know well, what adult do you admire most?

READING ATTITUDE INVENTORY

Questionnaire

	YES	NO	COMMENT
Do you like to tell stories?			
Do you think it is a waste of time to make rhymes with words?			
Do you like to read when your mother and dad are reading?			
Do you like to read newspaper comics?			
Are you interested in what other people read?			
Do you like to read before you go to bed?			
Do you think that you are a good reader for your age?			
Is reading your favorite subject at school?			
Do you think that you are a poor reader?			
Do you like to have someone read to you?			
Do you like to read catalogs?			
Do you think that most things you do are more fun than reading?			
Do you like to read aloud for other children at school?			
Do you think reading recipes is fun?			
Do you like to read all kinds of books at school?			
Do you like to answer questions about the things you have read?			
If you could do anything you want to do, would reading be one of the things you would choose to do?			
Can you remember the ideas and talk them over when someone reads to you?			

ATTITUDE

Incomplete Sentences

Name: _____

Date: _____ Grade: _____

Directions: Complete the following sentences to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

Today I feel .....

I like to read when .....

I get angry when .....

I wish people wouldn't .....

My idea of a good time .....

I wish my parents knew .....

School is .....

I can't understand why .....

I feel bad when .....

I wish teachers .....

I wish my mother .....

I'd rather read than .....

To me, books .....

I look forward to .....

I like to read about .....

On weekends, I .....

I don't know why .....

To me, homework .....

A SCALE OF READING ATTITUDE BASED ON BEHAVIOR*

Name of Student _____

Grade _____ Date _____

School _____ Observer _____

Directions: Check the most appropriate of the five blanks by each item below. Only one blank by each item should be checked.

		Always Occurs	Often Occurs	Occasionally Occurs	Seldom Occurs	Never Occurs
1.	The student exhibits a strong desire to come to the reading circle or to have reading instruction take place.	☐	☐	☐	☐	☐
2.	The student is enthusiastic and interested in participating once he comes to the reading circle or the reading class begins.	☐	☐	☐	☐	☐
3.	The student asks permission or raises his hand to read orally.	☐	☐	☐	☐	☐
4.	When called upon to read orally, the student eagerly does so.	☐	☐	☐	☐	☐
5.	The student very willingly answers a question asked him in reading class.	☐	☐	☐	☐	☐
6.	Contributions in the way of voluntary discussions are made by the student in the reading class.	☐	☐	☐	☐	☐
7.	The student expresses a desire to be read to by you or someone else, and he attentively listens while this is taking place.	☐	☐	☐	☐	☐
8.	The student makes an effort to read printed materials on bulletin boards, charts or other displays having writing on them.	☐	☐	☐	☐	☐

*Rowell, C. Glennon, "An Attitude Scale for Reading," *The Reading Teacher*, 25 (February, 1972), p. 444.

	Always Occurs	Often Occurs	Occasionally Occurs	Seldom Occurs	Never Occurs
9. The student elects to read a book when the class has permission to choose a "free-time" activity.	☐	☐	☐	☐	☐
10. The student expresses genuine interest in going to the school's library.	☐	☐	☐	☐	☐
11. The student discusses with you (the teacher) or members of the class those items he has read from the newspaper, magazines or similar materials.	☐	☐	☐	☐	☐
12. The student voluntarily and enthusiastically discusses with others the book he has read or is reading.	☐	☐	☐	☐	☐
13. The student listens attentively while other students share their reading experiences with the group.	☐	☐	☐	☐	☐
14. The student expresses eagerness to read printed materials in the content areas.	☐	☐	☐	☐	☐
15. The student goes beyond the textbook or usual reading assignment in searching for other materials to read.	☐	☐	☐	☐	☐
16. The student contributes to group discussions that are based on reading assignments made in the content area.	☐	☐	☐	☐	☐

AN INTEREST INVENTORY

Use orally or written, depending on the child.

ALL ABOUT _____.

I am _____ years old.

My birthday is _____.

There are _____ people in my family.

I have _____ sisters and _____ brothers.

My favorite color is _____.

The food I like is _____.

At home I _____.

My favorite T.V. show is _____.

At school I like to _____.

I like stories about _____.

I like teachers who _____.

If I could help the teacher, I would like to _____

_____.

I think school is _____.

My favorite sport is _____.

I hope I'll never _____.

I feel proud when _____.

I can't understand why _____.

When I finish school I want to be _____.

The best person in the world is _____.

If I had three wishes, I would wish _____

_____.

30

HOW I FEEL

I'm happy when _____.

I'm sad when _____.

Pretty songs make me think of _____.

Snow makes me think about _____.

I'm eager to _____.

I wish I could _____

because _____.

If I could do anything I want, I would _____

_____.

When it rains, I like to _____.

If I'm unhappy I want to _____.

If I'm angry, I want to _____.

THINGS I DO

Things I do best are _____.

Things I like to do are _____.

Things I cannot do well are _____.

Things I do not like to do are _____.

Things I wish I could do are _____.

Things I like to do with friends are _____

_____.

TABLE I

High Frequency Words[2]

the*	is	see	how
and	as	very	come
a	up	are	looked
to	so	this	get
he	one	will	again
of	out	like	two
in	were	go	we
was	him	no	too
his	there	would	about
it	when	just	saw
I	them	back	good
you	my	now	more
on	be	over	did
they	not	by	made
said	down	big	off
she	have	do	didn't
for	their	old	some
that	went	can	new
with	could	if	red
but	what	you	long
her	them	who	around
all	from	away	know
had	came	where	through
little	into	or	other
at	me	an	put

*Ranked by column in order of frequency of use

[2]Alden J. Moe, "Word Lists for Beginning Readers," *Reading Improvement* (Fall, 1973), pp. 11-15.

TABLE II
High-Frequency Nouns

mother*	moon	wind	mitten
day	head	rose	fish
house	sun	princess	fire
tree	hill	flower	boat
time	sky	ground	fox
man	place	fool	front
way	rabbit	tail	clothes
home	baby	garden	mouse
water	door	year	corner
father	hand	slide	woman
thought	king	light	forest
night	bed	rain	ship
egg	men	cap	spring
friend	world	horse	field
people	street	nest	crocodile
thing	window	sleep	summer
morning	room	town	milk
bird	island	lion	elephant
dog	monkey	river	school
boy	girl	sea	duck
snow	top	city	palace
bear	feet	air	animal
eye	rock	grass	cow
cat	winter	food	star
children	something	road	wall

*Ranked by column in order of frequency of use

SAMPLE LESSON PLAN — A

Student's Name _____ Grade _____ Reading Level _____

Date _____ Instructional Aide _____

Skill Area _____ Subject Area _____

Objectives or Goals for Today	Activities	Aide Comments	Following Lesson	Classroom Teachers' Comments

SAMPLE LESSON PLAN — B

Instructional Aide _____

Student or Group _____

Subject Area _____ Skill Area _____

Date _____

Purpose of the lesson _____

_____

_____

Procedures _____

_____

_____

Materials _____

_____

Evaluation of the lesson _____

_____

_____

Classroom Teachers' Comments _____

_____

_____

Additional Comments _____

_____

_____

Division of Reading Effectiveness

Mailing Address:
Room 229, State House
Indianapolis, IN 46204-2798

Office Location:
3833 N. Meridian St.
Indianapolis, IN
Phone: 317/927-0194